

Reading Schedule Year 6/7

Introduction

This year you'll be reading through the following books following the schedule for each day:

The readers (literature)

- Captains Courageous by Rudyard Kipling
- Gulliver's Travels by Jonathan Swift
- Jack and Jill by LM Alcott
- Penrod by Booth Tarkington
- The Butter Battle Book by Dr. Seuss
- The Celebrated Jumping Frog of Calaveras County by Mark Twain
- The Jungle Book by Rudyard Kipling
- The Story of the Treasure Seekers by E. Nesbit
- Little Pilgrim's Progress by Helen Taylor

Short Stories Collection, consisting of:

- Jim Wolf and the Cats by Mark Twain
- The Golden Touch by Nathaniel Hawthorne
- The Time Shop by John Kendrick Bangs
- The Send and Fotch Book by Esther Greenacre Hall
- The Million Pound Banknote
- The Journey Of Life
- Try Again by Charlotte Elizabeth
- True Manliness
- The Miller Of The Dee by CHARLES MACKEY
- A boy on a farm by Charles Dudley Warner
- Meddlesome Mattie by Ann Taylor
- Harry And His Dog by Mary Russell Mitford
- Little Boy Blue by Eugene Field
- If I were a boy
- The Tempest by James T. Fields
- The Sounding Of The Call by Jack London

Poems Collection consisting of Henry Wadsworth Longfellow, Carl Sandburg and Robert Frost

Reading Schedule Year 6/7

Day 1

1. We are going to read poems by Henry Wadsworth Longfellow. He is an American poet who was born in 1807.
2. Read poems 01 and 03.
3. Retell poem 01, *The Arrow and the Song*, in your own words.
4. What is happening in the poem, *The Children's Hour*?
5. What does he describe his chair as?
6. What does he call the dungeon?

Day 2

1. Read Longfellow's poems 06 and 07.
2. Both of these poems follow this format: Longfellow is observing something and then relates that to his life in a different way. Find the break in each poem where he switches from describing what he's looking at to comparing that to his life.
3. In *The Rainy Day* what is he observing?
4. He then starts thinking about his life. He's thinking about how he's getting older and things haven't all turned out in his life how he hoped. Then he scolds himself for complaining ("repining") and reminds himself that every life has problems ("Into each life some rain must fall").
5. In *Nature* what is he observing?
6. He then starts thinking about life. He compares it to getting older, little by little until we die. He's not sure what he feels about it, but he thinks that what's beyond death is a lot bigger than what's on earth.

Vocabulary

1. Copy the last line. "How far the unknown transcends the what we know."
2. **Transcend** means to go beyond. He is saying that the unknown is much bigger than what we do know. What do you think he's talking about? (hint: He was just talking about dying.)

Day 3

1. Read Longfellow's poems 11 and 15.
2. What words create the sad mood of this poem? What words show the feeling Longfellow sees in the snow fall?
3. Can you tell from the poem what he says caused the sadness?
4. What is the rhyme scheme of this poem?
5. Who is *The Castle-Builder* about?
6. What is he doing?
7. What does Longfellow say to the boy?

Day 4

1. Read Longfellow's poem 17, *Children*.
2. What is the mood of this poem?
3. What words reinforce that mood?
4. What does he think/feel about children?
5. What metaphor does he use in the last stanza? A metaphor compares two unlike things. He does it A LOT! In the second stanza it reads "thoughts are singing swallows." That's a metaphor. It says A is B when the two are not the same. But comparing the two, calling thoughts "swallows" creates a feeling and image for the reader. Alright. Look at the last stanza. What is the metaphor? What does he call children?
6. Now look at the stanza, fourth from the bottom. What is the metaphor? The world is being compared to a tree. What tree word is in the stanza?
7. It goes with the stanza before it. It's talking about the children being like the leaves of a tree. Read those two stanzas—beginning with "What the leaves are...." The world is compared to trees. The children are compared to leaves. What is he saying about children with this metaphor.

Day 5

1. Read [five poems from this site](http://www.poetry4kids.com/poems) (<http://www.poetry4kids.com/poems>).
2. Which is your favorite?

Day 6

1. Longfellow has many famous poems, but one of the most famous is called *Paul Revere's Ride*.
2. Do you remember that Paul Revere is one of the men who rode to warn the American minute men that the British troops were planning on attacking? Two lanterns were hung in a church tower to let everyone know from where the British were going to attack.
3. Listen to the video – a reading of the poem with Longfellow animated like he is saying it – while reading along, it is poem number 22.

Vocabulary

1. Here are some words from the poem that you might not know: [belfry](#), [moorings](#), [somber](#), [impetuous](#), [gilded weathercock](#), [spectral glare](#), [aghast](#)
2. Copy all of the words and either write or draw their definitions.

Day 7

1. Read *Hiawatha's Childhood* along with the video, another famous Longfellow poem (<https://youtu.be/dgfPluVoshE>).
2. Now watch at least a couple of minutes of the second video (http://www.dailymotion.com/video/xek5tb_little-hiawatha_shortfilms).
3. How is the cartoon Hiawatha in the beginning not like the Hiawatha described in the poem? Think about how they relate to the animals.

Day 8

1. We are going to start reading *Treasure Seekers* by Nesbit. She is the author of *The Railway Children*. You don't have to read this today!
2. Learn about the parts of a story (<http://www.learner.org/interactives/story/index.html>). We'll look for these in the novel as we read.

Day 9

1. Today we'll start reading *Treasure Seekers*. Read Chapter 1 Part 1.
2. You can listen along while you're reading – here's the audio version (http://archive.org/details/treasure_seekers_solo_librivox).
3. As you read you will keep track of the plot, the characters and the settings by filling out these pages, little by little as you read. (Complete The Story of the Treasure Seekers Notebooking Pages – <http://allinonehomeschool.files.wordpress.com/2012/03/the-story-of-the-treasure-seeker.pdf>)
4. We only read a short bit today, because there is a lot to get started on in filling out these pages. Fill out the character page. Each circle is for one of the kids. Maybe you could draw each face or just use it to write in their names. Then write in the lines provided what you know so far about each character. You'll learn more later, so don't fill it all in right now. And I'll give you one hint about who is telling the story, the "I" character: People like to talk about themselves.
5. Then I want you to fill in one plot block. What is the background to the story?
6. Next fill out one setting section about where they live, what you know so far about it.

Day 10

1. Finish chapter 1 (part 2) of *Treasure Seekers*.
2. Add what you can to characters and setting, but today I want you to write in the conflict. What is the children's problem that needs resolving? Write it in the next plot box.
3. Dicky has poor theology when he says you can't go by what the Bible says is wrong because it says that it's wrong to eat pork. The Bible has many clear moral laws we need to live by today, even if we aren't required to live by the customary laws of the Jews. Can you name any?

Day 11

1. Read chapter 2 of *Treasure Seekers*.
2. What makes the beginning of this chapter so interesting to read? (*answer: The author talks directly to the reader.*)
3. How did the coin (half-crown is a coin) get in the garden?

Day 12

1. Read Chapter 3 Part 1 of *Treasure Seekers*.
2. What can you fill in on your character, setting and plot sheets? Don't write everything that happens, just a few words or a sentence that tells the main action.

Day 13

1. Finish chapter 3 (Part 2) of *Treasure Seekers*.
2. What more do you know about the children, the main characters of the story. Have you learned anything else about any of them?

Day 14

1. Read chapter 4 of *Treasure Seekers*.
2. What can you fill in on your character, setting and plot sheets?

Day 15

1. Read chapter 5 of *Treasure Seekers*.
2. What can you fill in on your character, setting and plot sheets?

Day 16

1. Read chapter 6 of *Treasure Seekers*.
2. What can you fill in on your character, setting and plot sheets?

Day 17

1. Read chapter 7 of *Treasure Seekers*.
2. What can you fill in on your character, setting and plot sheets?

Day 18

1. Read Chapter 8 Part 1 of *Treasure Seekers*.
2. What section for the children's paper would you write? What would it say? (Instructive, Scientific, Answers...)

Day 19

1. Finish reading chapter 8 (Part 2).
2. What happened in this chapter?

Day 20

1. Read the first part of chapter 9 of *Treasure Seekers*.

Day 21

1. Finish reading chapter 9 (Part 2) of *Treasure Seekers*.
2. What does G. B. stand for?

Day 22

1. Read chapter 10 of *Treasure Seekers*.
2. Who is Lord Tottenham? What do they want to do with him and why?
3. What can you add about Oswald on your character sheet?

Day 23

1. Read the first part of chapter 11 of *Treasure Seekers*.
2. Write a one-sentence summary of the children's plan for getting money in this chapter.

Day 24

1. Finish chapter 11 of *Treasure Seekers* (Part 2).
2. According to Mr. Mallow, what makes wretched children and degraded parents?
3. What do wretched and degraded mean?

Day 25

1. Read the first part of chapter 12 of *Treasure Seekers*.
2. What are some of the ingredients the children tried in their medicine?

Day 26

1. Finish chapter 12 of *Treasure Seekers* (Part 2).
2. What was Oswald's noble deed?
3. What was the only treasure they got out of the venture?

Day 27

1. Read the first part of chapter 13 of *Treasure Seekers*.
2. What did they do after they caught the robber?

Day 28

1. Finish chapter 13 of *Treasure Seekers*.
2. Who was the robber?

Day 29

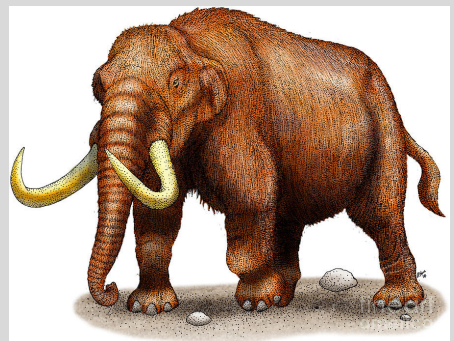
1. Read chapter 15 of *Treasure Seekers*.
2. Did you notice we skipped 14? It's called the "Divining Rod." Divination is a form of magic. It is forbidden by the Bible. They try and use a stick to find where gold is buried underground. Even though, of course, it doesn't work, we don't need to read about them practicing evil.
3. Tell or write a summary of the chapter.

Day 30

1. Read chapter 16 of *Treasure Seekers*.
2. Congratulations on finishing another book!

Day 31

1. Write the words **teeming**, **fathom**, **reverberating**, **cumulative** in your notebook. Write them on different lines so that there's room to add definitions. Pay attention to the words as you read and decide what you think they mean.
2. Read Carl Sandburg, numbers 2-11. This poet was born in 1878.
3. Look at the word monotone in poem 5. The rain is monotone and is being contrasted with a rainbow which has lots of colors. What does monotone mean? The prefix mono means one. Look at the pictures below. The man is wearing a **monocle**.
4. Look at the word catalpa in poem 6. I don't know what it is. Do you? But the poem gives us clues. It says, "grass, catalpa and oak." We know what grass is. Oak is referring to the tree. So we can assume catalpa is some sort of plant. Look at the picture of catalpa below.
5. The third picture is that of a mastodon. How would you imagine a mastodon moved?
6. Look the bold words in #1 up to find their definitions. Add the correct definition to your notebook along with the word.
7. Choose two poems and tell or write what each poem is talking about in your own words.



Day 32

1. Write the words **gnarled** (poem 13), **trajectory**, **baritone** (poem 21) and **furrows** (poem 22) in your notebook under Day 1's words and pay attention to them as you read. Decide what you think they mean.
2. Read Carl Sandburg, numbers 13–22.
3. Look the bold words up to find their definition. Add the definitions to your notebook.
4. Choose two poems and tell or write what each poem is talking about in your own words.

Day 33

1. Read Carl Sandburg poems 24–30.
2. Poem 30 is talking about the city of Chicago. He is saying, yes, we have problems with evil in our city, but we are still proud this is our city and we are all these great things. The first part of the second paragraph of the poem reminded me of Proverbs 7 in the Bible. Why?
3. **Effluvia** in poem 24 means emanation or exhalation, maybe it means like the breath of the mountains. Effluvia is actually plural. Effluvium is the singular.
4. Thingamajig in poem 25 is pronounced thing – a – ma – jig. It's just a word we use when we don't know what something is called. What do you think the thingamajig is?

Vocabulary

1. Play an online game about synonyms (<http://www.sadlier-oxford.com/phonics/synonyms/synonyms.htm>).

Synonyms are words that mean the same thing.

Day 34

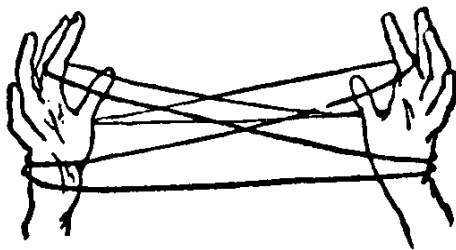
1. Read Robert Frost poems 1–5. Robert Frost is a very well known poet born in 1874.
2. Find one word you don't know and write it and its definition in your notebook.
3. Do you see a common thread in his poems? What is in all of his poems?

Day 35

1. Read Robert Frost poem 06. This poem, *The Road Not Taken*, is his most famous.
2. What is he talking about in this poem?
3. Read this summary (below) about the poem. Do you think you were right about what you thought the poem was about? Why or why not?
4. The speaker stands in the woods, considering a fork in the road. Both ways are equally worn and equally overlaid with un-trodden leaves. The speaker chooses one, telling himself that he will take the other another day. Yet he knows it is unlikely that he will have the opportunity to do so. And he admits that someday in the future he will recreate the scene with a slight twist: He will claim that he took the less-traveled road.
(from sparknotes.com/poetry/frost/section7.rhtml)

Day 36

1. Read Robert Frost's poems 7-15.
2. Look at the pictures below of cat's cradle and trillium (poem 13).



3. Write in your notebook: foliage (poem 10), flecked, knoll (poem 15).
4. Look the words up and write their correct definition in your notebook.

Vocabulary

1. Read over your vocabulary words and definitions from last week. Then read the quotes below with these words in them:

"Halloo your name to the reverberate hills, (He's calling out her name and listening to it echo.)"

And make the babbling gossip of the air

Cry out 'Olivia!'" Shakespeare

"If in this wide world, teeming with abundant supplies for human want, to thousands of wretched creatures no choice is open, save between starvation and sin, may we not justly say that there is something utterly wrong in the system that permits such things to be?" Tennessee Clafin (He's saying that it's wrong that there are those with nothing when there is so much available.)

2. Go to <http://dictionary.reference.com/> and search for quotes with *gnarled* and *cumulative*. Choose one for each. Either read them to an audience or copy them down.

Day 37

1. Write **miscellany** (poem 16), **interposed** (poem 17), **tumultuous**, **keen** (poem 18), **subdue** (poem 20), **dilating**, **sanctify** (poem 21) in your notebook.
2. Read Robert Frost's poems 16–21.
3. Read a bit about *Minerva* from poem 18 (<https://en.wikipedia.org/wiki/Minerva>).
4. Pick two of the poems you read today and tell or write about what they mean.

Day 38

1. Write **russet** (poem 23), **profanation** (poem 25), **peck**, **acquainted**, **luminary** in your notebook.
2. Write in their definitions. Look up any of these words you don't know.
3. Read Robert Frost's poems 23–30.
4. Pick two of the poems you read today and tell or write about what they mean.

Vocabulary

1. Complete the crossword puzzle at <http://www.puzzlefast.com/en/puzzles/20120509517283/plain-puzzle>.

Day 39

1. Write **rued** (poem 32), **diffuse**, **agitated**, (poem 37), **fragmentary** (poem 42) in your notebook. If you notice them while you are reading, use the context to try to figure out their meanings.
2. Read Robert Frost's poems 32-43.
3. Look at the pictures of a whetstone (mentioned in poem 33) and a phoebe in poem 43.



4. In poem 34 it ends with "Good fences make good neighbors." This is a common expression. What does it mean? Write your answer in a complete sentence in your notebook. To answer with a complete sentence you need to include the question. Example: The expression "good fences make good neighbors" means....
5. "To rue the day" is another common expression. What do you think it means? Remember to write your answer in a complete sentence.
6. Which poem is your favorite? Why? Tell or write your answer.

Vocabulary

1. Play your vocab matching words game at <http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=sixthgradepoetryvocabulary>.

Day 40

1. Read Robert Frost's poem, *Nothing Gold Can Stay*, poem 46.
2. What three things does he mention that were gold?
3. What happens/ed to each of these that the gold went away?
4. What is the mood of this poem? Happy, sad, etc.
5. What does this poem tell you about Robert Frost as a person?

Vocabulary

1. Complete the crossword puzzle at
<http://www.puzzlefaster.com/en/puzzles/20120509600919/plain-puzzle>.

Day 41

1. In your new book, *The Jungle Book*, read Kipling's biography (page 1).
2. Now read the review of *The Jungle Book* (page 11).
3. What does the review say about Kipling's view of human kind? (*answer: They can be unjust and unkind. That they could learn from the animals.*)
4. You won't be reading the whole book. It's a collection of stories, and we'll be reading some of them.

Day 42

1. Background information: "India is an eastern country north of the Indian Ocean. At the time these stories were written, India was an English Colony. In the story, there are references to white men. At that time, virtually all the white people in India were British military men or diplomats and were viewed as people with power and greater technology. The people living in the native villages had brown skin. India is no longer a colony, and that distinction is long outdated." (from classical-childrens-books.com/jungle-book-unit-study.html)
2. Read the first part of the first chapter, "Mowgli's Brothers" (p15-34). You can listen to the recording while you read along.
3. What is the law of the jungle and what are some of its rules?
(Questions from classical-childrens-books.com/jungle-book-unit-study.html)

Day 43

1. Finish the chapter of Mowgli's Brothers (p35-53).
2. How do human laws compare to the law of the jungle?

Vocabulary

1. Play your vocabulary matching words game at <http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=sixthgradepoetryvocabulary>.

Day 44

1. Read the first part of Kaa's Hunting (p54-77).
2. Describe the personality of the Bandar log? Are they proud? Are they jealous?

Day 45

1. Finish the chapter of Kaa's Hunting (p78-100).
2. Pride and jealousy are often two sides of the same coin. How can you see that in these animals?

Day 46

1. Read **1 Samuel 16:7** and **Acts 13:22**. What gives someone significance in God's eyes?
2. Background information: "India used to have a caste system. A person was born into a particular group, and they had to stay within that group all of their lives. They could not marry anyone in a higher or lower caste. Everyone knew what everyone else's caste was, and were required to treat people differently depending on the caste. The caste determined what clothes people would wear and what jobs they would do. In this chapter Mowgli goes to live with humans. Mowgli did not understand the caste system, but everyone else did. Mowgli has grown up in the jungle. He did not try to treat people better because they were from a higher caste, or refuse to help them if they were in a lower caste." from classical-childrens-books.com/jungle-book-unit-study.html
3. Read the first part of "Tiger! Tiger!" (p101-119).
4. Who is the protagonist and who is the antagonist?

Day 47

1. Finish the chapter "Tiger! Tiger!" (p120-133).
2. Why was Mowgli rejected?

Day 48

1. Introduction: "Toomai is a young boy who is the fourth generation of elephant drivers in his family. The government owned elephant that he helps herd is Kala Nag, an old and loyal animal. Kala Nag and his handlers are in a camp near the jungle, helping break in the new elephants recently caught by the elephant hunters. Some men notice that Toomai has a special way with the elephants, but his father is afraid he will also become an elephant hunter that catches wild elephants in the jungle. The father feels that his status as a mahout of the plains is superior. One night, Toomai rides on Kala Nag's back as the old elephant breaks his chains and joins other elephants for a legendary dance of the elephants that no other human has witnessed." *(from classical-childrens-books.com/jungle-book-unit-study.html)*
2. Read the first part of "Toomai of the Elephants" (p134-150).
3. Read the poem of Kala Nag at the start of the story. What do you think domesticated animals remember about their former lives?

Vocabulary

1. Play the vocabulary matching game at <http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=sixthpoetry>.

Day 49

1. Finish reading the chapter "Toomai of the Elephants" (p151-169).
2. The father is from the plains of India and looks down on the people from the jungle. How does that affect how he treats his son?

Day 50

1. Introduction: "The narrator is a human who overhears the animals talking. It is a very interesting and humorous way of presenting the story." (*from classical-childrens-books.com/jungle-book-unit-study.html*)
2. Read the first part of "Her Majesty's Servants" (p170-187).
3. What can you tell someone about what you've read so far?

Day 51

1. Finish the chapter of "Her Majesty's Servants" (p188-203).
2. What does the elephant mean when it says he can "*see inside your head?*"
3. How does that help or hurt the elephant?
4. What makes the animals obey their masters and go to war?
5. What makes the humans obey their leaders and go to war?

Day 52

1. Write a paragraph responding to the following question. Make sure to start with a sentence that gives your introduction. You shouldn't just start with your answer. We should know you are talking about *The Jungle Book* and we should understand what the question was. Explain the answer you have chosen and give examples from the book. (examples, plural, more than one) Finish with a concluding sentence.
2. What is Kipling trying to say about heredity versus environment in his stories about Mowgli? Which is more important, how you were born, or how you were raised?
(*from bookrags.com/studyguide-jungle-book/topicsfordiscussion2.html*)

Day 53

1. Read Kipling's famous poem, *If* (p204).
2. Who is this written to and from? (answer: Kipling to his son)
3. What do you think the poem is saying?
4. What is your favorite part?
5. After you've written out your answers. Read the analysis of the poem (p206). Do you think she is right?

Vocabulary

1. Play the vocab game at <http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=sixthpoetry>.

Day 54

Reading — Satire

1. The new book you will be reading is a **satire** or uses **satire**. (pronounced sat – tire): **The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.**
2. An example is Dr. Seuss's *Butter Battle Book*, which is a satire about nuclear proliferation during the cold war (Russia and America getting more and more and bigger and bigger nuclear bombs). Read it (and watch it) and explain to a parent why it is a satire.
3. Look at the example of satire. It's a political cartoon. The person with the gas can is taking a beating by "big oil" meaning our gas prices keep getting higher and "congress" is giving "big oil" tax breaks meaning the government is giving money to the people raising the gas prices. Read the definition of satire again. How does this cartoon use satire?



Day 55

1. Read the satire examples (PDF).
2. Explain to someone why the examples are satirical.
3. Read this portion of an article from satirewire.com:
–A delegation of American high school students today demanded the United States stop waging war in obscure nations such as Afghanistan, Kuwait, and Bosnia-Herzegovina, and instead attack places they’ve actually heard of, such as France, Australia, and Austria, unless, they said, those last two are the same country.

“Shouldn’t we, as Americans, get to decide where wars are?” asked sophomore Kate Shermansky.

“People claim we don’t know as much geography as our parents and grandparents, but it’s so not our fault,” Josh Beldoni, a senior at Fischer High School in Los Angeles, told the Senate Armed Services Committee. “Back then they only had wars in, like, Germany and England, but we’re supposed to know about places like Somalia and Massachusetts.”

“Macedonia,” corrected committee Chairman Carl Levin of Michigan.

“See?” said Beldoni.

Beldoni’s frustration was shared by nearly three dozen students at the hearing, who blamed the U.S. military for making them look bad.

“I totally support our soldiers and all that, but I am seriously failing both geography and social studies because I keep getting asked to find Croatia or Yemvrekia, or whatever bizarre-o country we send troops to,” said Amelia Nash, a junior at Clark High School in Orlando, Fla. “Can’t we fight in, like, Italy? It’s boot-shaped.”

4. What makes this article a satire? What is the humor element of it? What is the point of it?
5. Write in your notebook a definition of satire.

Day 56

1. Look at the pictures below. Explain why they are ironic or satirical. What's the joke?



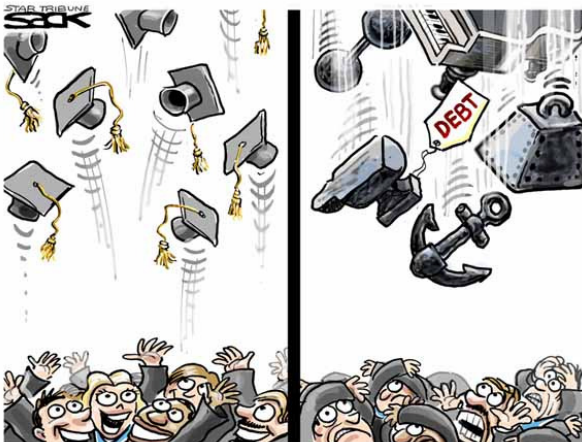
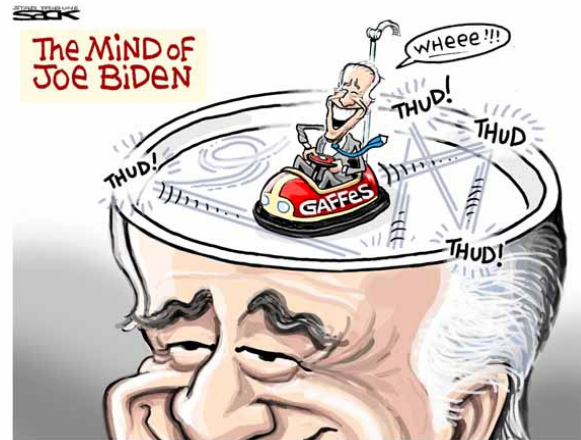
2. Watch the presentation on satire on modern television (MP4).

Day 57

1. Look at (read) the irony in different situations (PDF). Can you explain? (You don't have to answer the questions and fill it out.)

Day 58

1. You are going to answer the questions about a cartoon as best you can. Today try to complete page 1 (PDF).
2. Choose a cartoon:



Day 59

1. Finish the worksheet on political cartoons (from Day 58).
2. Explain the satire in your cartoon? What's the joke?

Day 60

1. Read about the themes of the book, Gulliver's Travels (PART I – p98). Themes are what a book is *really* about not just what is happening in the plot. Be on the lookout for these ideas as you read and note passages (chapter numbers and where in chapter) which show the themes.
2. Read the summary of chapter 1 (PART I – p102): The author gives some account of himself and family. His first inducements to travel. He is shipwrecked, and swims for his life. Gets safe on shore in the country of Lilliput; is made a prisoner, and carried up the country.
3. Read chapter 1 Gulliver's Travels. This book is in two parts and each part starts over at chapter 1.
4. Print out the Gulliver's Travels notebooking pages (PDF) to use as you read. As Gulliver meets new characters in his travels, list them on the character page. As the main character travels to new settings, list them on your settings page. Write a few words about each character and setting as you list them. On the first page you will write the book title, author and the themes you are going to be looking for: individual, community, power and ethics. Use that page to take your notes about the themes. Include page numbers when you take notes about themes.
5. Tell someone about the chapter.

Day 61

1. Read the summary of chapter 2 of Gulliver's Travels Part I (p106): The emperor of Lilliput, attended by several of the nobility, comes to see the author in his confinement. The emperor's person and habit described. Learned men appointed to teach the author their language. He gains favour by his mild disposition. His pockets are searched, and his sword and pistols taken from him.
2. Read chapter 2.

Day 62

1. Read the summary of chapter 3 of Gulliver's Travels Part I (p108): The author diverts the emperor, and his nobility of both sexes, in a very uncommon manner. The diversions of the court of Lilliput described. The author has his liberty granted him upon certain conditions.
2. Read chapter 3.
3. Reread the last sentence in chapter 3. What does the sentence say, in your own words? What does it mean? (*Helps: ingenuity mean clever or inventive; prudent means practical in decision making about the future; economy in this sense means careful management of resources*)
4. Tell someone about the chapter.

Day 63

1. Read the summary of chapter 4 of Gulliver's Travels Part I (p112): Mildendo, the metropolis of Lilliput, described, together with the emperor's palace. A conversation between the author and a principal secretary, concerning the affairs of that empire. The author's offers to serve the emperor in his wars.
2. Read chapter 4 - Remember to be taking notes on characters, settings and themes.
3. Tell someone about the chapter.

Day 64

1. Read the summary of chapter 5 of Gulliver's Travels Part I (p115): The author, by an extraordinary stratagem, prevents an invasion. A high title of honour is conferred upon him. Ambassadors arrive from the emperor of Blefuscu, and sue for peace. The empress's apartment on fire by an accident; the author instrumental in saving the rest of the palace.
2. Read chapter 5.
3. Tell someone about the chapter.

Day 65

1. Read the summary of chapter 6 of Gulliver's Travels Part I (p117): Of the inhabitants of Lilliput; their learning, laws, and customs; the manner of educating their children. The author's way of living in that country. His vindication of a great lady.
2. Read chapter 6.
3. Tell someone about the chapter.

Day 66

1. Read the summary of chapter 7 of Gulliver's Travels Part I: The author, being informed of a design to accuse him of high-treason, makes his escape to Blefuscu. His reception there.
2. Read chapter 7.
3. Tell someone about the chapter.

Day 67

1. Read the summary of chapter 8 of Gulliver's Travels Part I: The author, by a lucky accident, finds means to leave Blefuscu; and, after some difficulties, returns safe to his native country.
2. Read chapter 8.
3. Answers these questions about part 1:
 - Who do the soldiers think has sent the giant?
 - Evaluate the emperor as a ruler. Whose advice does he rely on?
 - Why are Bigenders the enemies of the Lilliputians? What is the origin of their feud? How is that an example of satire?

Day 68

1. Read the summary of chapter 1 of Gulliver's Travels Part II: A great storm described; the long boat sent to fetch water; the author goes with it to discover the country. He is left on shore, is seized by one of the natives, and carried to a farmer's house. His reception, with several accidents that happened there. A description of the inhabitants.
2. Read chapter 1 - Remember to take notes. Include page numbers when you take notes about the themes: individual, community, power and ethics.

Day 69

1. Read the summary of chapter 2 of Gulliver's Travels Part II: A description of the farmer's daughter. The author carried to a market-town, and then to the metropolis. The particulars of his journey
2. Read chapter 2.
3. Tell someone about the chapter.

Day 70

1. Read the summary of chapter 3 of Gulliver's Travels Part II: The author sent for to court. The queen buys him of his master the farmer, and presents him to the king. He disputes with his majesty's great scholars. An apartment at court provided for the author. He is in high favour with the queen. He stands up for the honor of his own country. His quarrels with the queen's dwarf.
2. Read chapter 3.
3. Tell someone about the chapter.

Day 71

1. Read the summary of chapter 4 of Gulliver's Travels Part II: The country described. A proposal for correcting modern maps. The king's palace; and some account of the metropolis. The author's way of travelling. The chief temple described.
2. Read chapter 4.
3. Tell someone about the chapter.

Day 72

1. Read the summary of chapter 5 of Gulliver's Travels Part II: Several adventures that happened to the author. The execution of a criminal. The author shows his skill in navigation.
2. Read chapter 5.
3. Tell someone about the chapter.

Vocabulary

1. Find a word in today's reading that you don't understand and try to figure out its meaning from the sentence.
2. Look up the definition and rewrite the sentence adding in the meaning. For instance, "I am *flabbergasted* at what just happened, *completely shocked*." The end of the sentence explains flabbergasted.

Day 73

1. Read the summary of chapter 6 of Gulliver's Travels Part II: Several contrivances of the author to please the king and queen. He shows his skill in music. The king inquires into the state of England, which the author relates to him. The king's observations thereon.
2. Read chapter 6.
3. Tell someone about the chapter.

Day 74

1. Read the summary of chapter 7 of Gulliver's Travels Part II: The author's love of his country. He makes a proposal of much advantage to the king, which is rejected. The king's great ignorance in politics. The learning of that country very imperfect and confined. The laws, and military affairs, and parties in the state.
2. Read chapter 7.
3. Tell someone about the chapter.

Day 75

1. Read the summary of chapter 8 of Gulliver's Travels Part II: The king and queen make a progress to the frontiers. The author attends them. The manner in which he leaves the country very particularly related. He returns to England.
2. Read chapter 8.
3. Answer these questions about part 2:
 - What is unusual about the land of the Brobdingnags?
 - What do you notice about the ruler of the Brobdingnags?
 - How do the Brobdingnags govern themselves?
 - What do you notice about the place of science and education in the land of the Brobdingnags?

Vocabulary

1. Play a level 5 vocabulary game at <http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=fifthreader>.

Day 76

1. Start the main idea worksheet (Do the first five, save for Day 78).
2. Compare your answers with the answer sheet. Where did you go wrong? Why?

Day 77

1. Take the main idea quiz at http://www.quia.com/pop/120023.html?AP_rand=499255425.

Day 78

1. Finish the main idea worksheet (Do the last five).
2. Compare your answers with these answers. Where did you go wrong? Why?

Vocabulary

1. Do the vocab matching game at <http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=sixthpoetry>.

Day 79

1. Watch the video clip about main ideas at <https://www.brainpop.com/english/freemovies/mainidea/>.
2. Do the main idea activity at <http://www.quia.com/quiz/259834.html>.

Day 80

1. From your Short Stories Collection Part 1, read *Jim Wolf and The Cats*, by Mark Twain.

Day 81

1. The book you are going to read next, *Penrod*, takes place around 1900 in the mid-west, similar to where the author grew up. Read the biography of *Booth Tarkington* (p1-3).
2. Read the brief history of the time and place where Booth grew up (p4-11).
3. What events or beliefs of the time do you think would influence his actions and thoughts?
4. You will come across prejudice that was common then. It was normal to use the “N” word. The way African Americans are referred to in this book is never okay.

Day 82

1. Read chapter 1 of *Penrod* by Booth Tarkington.
2. Reread the first sentence.
3. Write definitions of **morose** and **wistful**. Look them up if you can't.
4. What do you know about Penrod so far, after reading chapter 1? Write them in the box on this Penrod characters notebooking page.
5. On the bottom part of the page list characters down the left and next to them write descriptions of them.

Day 83

1. Read chapters 2 and 3 of *Penrod*.
2. Add what you can to your character notes.

Day 84

1. Read chapters 4 and 5 of *Penrod*.
2. What embarrassment did Penrod suffer in chapter 4?
3. What does the last sentence mean? What did he do?
“And now, in this extremity, when all seemed lost indeed, particularly including honour, the dilating eye of the outlaw fell upon the blue overalls which the janitor had left hanging upon a peg. Inspiration and action were almost simultaneous.”

Day 85

1. Read chapters 6 and 7 in *Penrod*.
2. Add notes to your character page. Have you learned anything more about Penrod?

Day 86

1. Read chapters 8 and 9 of *Penrod*.
2. Take notes on characters.
3. Be on the lookout for words you don't know. Write down at least one along with the definition of the word.

Day 87

1. Read chapters 10 and 11 of *Penrod*.
2. Take notes on characters. What are you learning about Penrod? others?
3. What does this sentence mean? “Nothing is more treacherous than the human mind; nothing else so loves to play the Iscariot.”

Day 88

1. Read chapters 12 and 13 of *Penrod*.
2. Be on the lookout for words you don't know. Write down at least one along with the definition of the word.

Day 89

1. Read chapters 14 and 15 of *Penrod*.
2. Chapter 14's title doesn't refer to a law document. Here's a definition of constitution from dictionary.com: "the physical character of the body as to strength, health, etc."
3. Tell someone about *Penrod*. What's happening in the book?

Day 90

1. Read chapters 16 and 17 of *Penrod*.
2. What do you think is going to happen in the book?

Day 91

1. Read chapters 18 and 19 of *Penrod*.
2. Find a word in your reading that you don't know.
3. Write the word and the definition underneath the sentence.
4. Tell someone about the story so far.

Day 92

1. Read chapters 20 and 21 of *Penrod*.
2. Write about Rupe Collins on your character sheet.

Day 93

1. Read chapters 22 and 23 of *Penrod*.
2. What is the first paragraph of chapter 23 talking about?
3. What is the "expurgator" in the first sentence of paragraph 2? What does that tell you about the fight?

Day 94

1. Read chapters 24 and 25 of *Penrod*.
2. Tell someone what happened in these chapters.

Day 95

1. Read chapters 26 and 27 of *Penrod*.
2. The dialect is hard to read sometimes. “uh” at the end of a word is the sound “er” Reading it out loud will help you figure out what they are saying.
3. Irony is when the opposite is true of what it seems it should be. What’s the irony in the ending of chapter 27?

Day 96

1. Read chapters 28 and 29 of *Penrod*.
2. Why is being twelve so great?

Vocabulary

1. Play moving memory at https://www.vocabtest.com/moving_memory.php?grade=6&Unit=5.

Day 97

1. Read chapter 30 of *Penrod*.
2. What would he remember most about his twelfth birthday?

Vocabulary

1. Play Moving Memory at https://www.vocabtest.com/moving_memory.php?grade=6&Unit=10.

Day 98

1. Read chapter 31 of *Penrod*.

Vocabulary

1. Play Moving Memory at https://www.vocabtest.com/moving_memory.php?grade=6&Unit=11.

Day 99

1. From your Short Stories Collections, read *The Golden Touch Part 1* (p5–16).
2. Tell someone what happened so far.
3. What was his biggest fault?
4. What do you think is going to happen?

Day 100

1. Finish reading *The Golden Touch* (Part 2 – p17–28).
2. Tell someone the rest of the story.
3. Were you right about what was going to happen?

Day 101

1. Your next book is *Little Pilgrim's Progress*.
 - *Little Pilgrim's Progress* is a retelling of John Bunyan's classic allegory, *Pilgrim's Progress*.
 - An *allegory* is an expressive style that uses fictional characters and events to describe some subject by suggestive resemblances; an extended metaphor
 - Read *John Bunyan: The Jailor's Story*

Vocabulary

1. Play Moving Memory at https://www.vocabtest.com/moving_memory.php?grade=6&Unit=9.

Day 102

1. You are going to start reading *Little Pilgrim's Progress* by Helen L. Taylor.
2. Today you will read the **first three** chapters.
3. Make and print out a map for character on <http://www.readwritethink.org/files/resources/interactives/storymap/index.html> — Enter the book name and author. Click on Character Map. Work on a computer you can print from.

Day 103

1. Read chapters 4, 5 and 6 of *Little Pilgrim's Progress*.
2. Make and print a [map for setting](http://www.readwritethink.org/files/resources/interactives/storymap/index.html) at <http://www.readwritethink.org/files/resources/interactives/storymap/index.html>. Do it on a computer you can print from.

Day 104

1. Read chapters 7, 8, 9 and 10 of *Little Pilgrim's Progress*.
2. Print out four sequence charts (PDF). Start filling in the chart left to right, top to bottom (hold paper sideways and follow arrows). As major events happen in the book, write them in the boxes in order. This is the plot, the action of the book. This is what you will be taking notes on while you read the book.

Day 105

1. Read chapters 11, 12, 13 and 14 of *Little Pilgrim's Progress*.
2. Take notes on any major events in the book.

Day 106

1. Read chapters 15, 16, 17 and 18 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 107

1. Read chapters 19, 20, 21 and 22 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 108

1. Read chapters 23, 24, 25 and 27 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 109

1. Read chapters 28, 29, 30 and 31 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 110

1. Read chapters 32, 33, 34 and 35 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 111

1. Read chapters 36, 37, 38 and 39 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 112

1. Read chapters 40, 41, 42 and 43 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Vocabulary

1. Play the synonym game at <http://www.vocabulary.co.il/synonyms/middle-school/basal-reader-synonym-match/>. A synonym is a word of similar meaning.

Day 113

1. Read chapters 44, 45, 46 and 47 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 114

1. Read chapters 48, 49, 50 and 51 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 115

1. Read chapters 52, 53, 54 and 55 of *Little Pilgrim's Progress*.
2. Take notes on major events.
3. Print out more sequence charts if you need to.

Day 116

1. Read chapters 56, 57, 58 and 59 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 117

1. Read chapters 60, 61, 62 and 63 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 118

1. Read chapters 64, 65, 66 and 67 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Vocabulary

1. Try and match the *root words* at <http://www.vocabulary.co.il/root-words/middle-school/root-word-meaning-match/> with their meaning. (The root is where the word came from. For example: bicycle comes from bi meaning two and cycle meaning any complete round that repeats over and over again.)

Day 119

1. Read chapters 68, 69, 70 and 71 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 120

1. Read chapters 72, 73, 74 and 75 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 121

1. Read chapters 76, 77, 78 and 79 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 122

1. Read chapters 80, 81, 82 and 83 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 123

1. Read chapters 84, 85, 86 and 87 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 124

1. Read chapters 88, 89 and 90 of *Little Pilgrim's Progress*.
2. Take notes on major events.

Day 125

1. Read chapters 91, 92 and 93 of *Little Pilgrim's Progress*.
2. Take notes on major events.
3. Write a book report introduction paragraph including information on the author and a paragraph or two telling the plot of the book.
4. Write a paragraph about the theme of the book. Include a quote.
5. Write a paragraph or two giving your critical opinion. (Critical in this case does not mean negative.) Write a conclusion for your book report.
6. Read out loud and edit your report.
7. Publish your book report and share with others.

Day 126

1. From your Short Stories Collection, read *The Time Shop* – Part 1.

Day 127

1. From your Short Stories Collection, read *The Time Shop* – Part 2.

Vocabulary

1. Do the vocabulary review at <http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=sixthgradepoetryvocabulary>.

Day 128

1. From your Short Stories Collection, read *The Time Shop* – Part 3.

Vocabulary

1. Do the vocabulary review at <http://www.oswego.org/ocsd-web/match/term/draggeneric.asp?filename=sixthpoetry>.

Day 129

1. From your Short Stories Collection, read *The Time Shop* – Part 4.

Day 130

1. Finish *The Time Shop* – Part 5.

Day 131

1. The next story you're going to read is written by Louisa May Alcott. Louisa pulled a lot from her own childhood to write her stories. She worked into her stories a lot of her family's ideals.
2. Read a biography of Louisa May Alcott (in the book).

Vocabulary

1. Play the suffix game at <http://www.vocabulary.co.il/suffixes/middle-school/ms-suffixmeaning-match/>. (The suffix is what is added on to the end of a word.)

Day 132

1. Read chapter 1 of *Jack and Jill*.
2. Reread the first paragraph. What are the children doing?

Day 133

1. Read chapter 2 of *Jack and Jill*.
2. How long is it going to take to heal?
3. Tell someone about the chapter (You can have your narrations and summaries recorded so that it can form a preview of the book).

Day 134

1. Read chapter 3 of *Jack and Jill*.
2. How do they amuse themselves?
3. Find a simile in the chapter.
4. What does she describe as “delicious?”

Vocabulary

1. Play the antonym game at <http://www.vocabulary.co.il/antonyms/middle-school/basal-reader-word-antonym-match/>.

Day 135

1. Read chapter 4 of *Jack and Jill*.
2. Tell someone about the chapter.

Day 136

1. Read chapter 5 of *Jack and Jill*.
2. Demosthenes was a renowned orator. You can go to <http://en.wikipedia.org/wiki/Demosthenes> to see and read more.
3. What adjective describes the “hero” George Washington and what does it mean? Look it up if you don’t know. What is she saying about Washington?

Day 137

1. Read chapter 6 of *Jack and Jill*.
2. Watch the video of a fandango dance (MP4).
3. Jack and Jill have a discussion about how it's not easy being good when you are sick. How does each of them react to the frustration of being an invalid? How do you respond when you are frustrated?

Vocabulary

1. Play the prefix game at <http://www.vocabulary.co.il/prefixes/middle-school/ms-prefix-meaning-match/>.

Day 138

1. Read chapter 7 of *Jack and Jill*.
2. Tell someone about this chapter.

Day 139

1. Read chapter 8 of *Jack and Jill*.
2. Write a one-sentence summary of this chapter.

Day 140

1. Read chapter 9 of *Jack and Jill*.
2. "My Merry seems to be contented with her brothers so far, but I shouldn't wonder if I had my hands full by and by," added Mrs. Grant, who already foresaw that her sweet little daughter would be sought after as soon as she should lengthen her skirts and turn up her bonny brown hair." This sentence is about when a girl went out into "society." They used to have a dance when a girl reached sixteen; I believe to show her off to potential husbands. When she started wearing long dresses instead of short (good for playing) and wearing her hair up, she was no longer a girl, but a woman and boys/men were permitted to ask for her hand.
3. Tell someone about the chapter. What's your opinion on boys and girls going to school together? Just talk about it. You don't need to write anything.

Day 141

1. Read chapter 10 of *Jack and Jill*.
2. Write a one-sentence summary of this chapter.

Day 142

1. Read chapter 11 of *Jack and Jill*.
2. Summarize the chapter for someone.

Vocabulary

1. Play the vocabulary game at <http://www.vocabulary.co.il/context-and-definitions/middle-school/basal-reader-vocabulary-game/>.

Day 143

1. Read chapter 12 of *Jack and Jill*.
2. Tell someone a summary of this chapter.

Day 144

1. Read chapter 13 of *Jack and Jill*.
2. Write a one-sentence summary of the chapter.

Day 145

1. Read chapter 14 of *Jack and Jill*.
2. Tell someone a summary of this chapter

Day 146

1. Read chapter 15 of *Jack and Jill*.
2. Tell someone what happened in the chapter.

Day 147

1. Read chapter 16 of *Jack and Jill*.
2. Write a single-sentence summary of this chapter.

Day 148

1. Read chapter 17 of *Jack and Jill*.
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try to restate your one-sentence summary adding in the information they had felt missing.

Day 149

1. Read chapter 18 of *Jack and Jill*.
2. Tell someone what happened in this chapter in one sentence and then answer their questions. Then try and restate your one-sentence summary adding in the information they had felt missing.

Day 150

1. Read chapter 19 of *Jack and Jill*.
2. Write a one-sentence summary of the chapter.

Day 151

1. Read chapter 20 of *Jack and Jill*.
2. Write a one-sentence summary of the chapter.

Day 152

1. Read chapter 21 of *Jack and Jill*.
2. Tell someone about the chapter.

Day 153

1. Read chapter 22 of *Jack and Jill*.
2. Tell someone what happened in this chapter.

Day 154

1. Read chapter 23 of *Jack and Jill*.
2. Write a one-sentence summary of the chapter.

Day 155

1. Read chapter 24 of *Jack and Jill*.
2. Write a review of *Jack and Jill*. Read the directions to get you started (DOC).

Day 156

1. Read through the introduction to *The Celebrated Jumping Frog of Calaveras County*.

Day 157

1. Read *The Celebrated Jumping Frog of Calaveras County*.

Day 158

1. From your Short Stories Collection, read *The Send and Fotch Book – Part 1*.

Day 159

1. From your Short Stories Collection, read *The Send and Fotch Book – Part 2*.

Day 160

1. Finish reading *The Send and Fotch Book – Part 3*.

Vocabulary

1. Play this vocabulary game at <http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=sixthgradepoetryvocabulary>.

Day 161

1. Review the *parts of a story* (DOC). You don't need to click on the practice link at the bottom of the page.
2. Print out the worksheet to fill in for the story on the practice page.

Day 162

1. Do this main idea quiz at <http://www.quia.com/quiz/259834.html>.
2. Choose the correct story element at <http://www.studyzone.org/testprep/ela4/h/plotp.cfm>.

Day 163

1. Learn about making inferences when reading (DOC). An inference is when you draw conclusions about what the author means. Click on “Begin Lesson” to start.

Day 164

1. Play the inferences game at <http://www.quia.com/ba/41785.html>.

Vocabulary

1. Unscramble the words to find the synonyms at http://www.sadlier-oxford.com/phonics/5_6/fieldtrip/fieldtrip.htm. The word list is on the right.

Day 165

1. Can you distinguish Fact vs. Opinion? (See <http://users.dhp.com/~laflemm/RfT/Tut2.htm>).

Vocabulary

1. Choose the synonym at <http://mrnussbaum.com/generaltso>.

Day 166

1. As you round out the year and work on various projects, we'll read a little more, just for fun. Keep reading for fun always, even if it's a little kid book. Sometimes they are the best!
2. Read another story by Mark Twain, *The Million Pound Banknote* (In your Short Stories Collections Book Part 1).

Day 167

1. Continue reading *The Million Pound Banknote* (Part 2).

Day 168

1. Continue reading *The Million Pound Banknote* (Part 3).

Day 169

1. Continue reading *The Million Pound Banknote* (Part 4).

Day 170

1. Continue reading *The Million Pound Banknote* (Part 5).

Day 171

1. Continue reading *The Million Pound Banknote* (Part 6).

Day 172

1. Continue reading *The Million Pound Banknote* (Part 7).

Day 173

1. Continue reading *The Million Pound Banknote* (Part 8).

Day 174

1. From your Short Stories Collection Part 2, read *The Journey of Life*.
2. It says that it's an allegory. At the end it says that an allegory is a truth told in the form of a story. The story is a traveler going down a path, walking through a wood. What is the truth being told?
3. The people he meets along the way are all parts of his life. What are the parts of his life we see on the journey?

Day 175

1. From your Short Stories Collection Part 2, read *Try Again!* and *True Manliness*
2. Answer the questions at the end of *Try Again*. For the last question think about what motto you would want to live by. You don't have to say, "Try again!"
3. What qualities always go along with true manliness?

Vocabulary

1. Read the vocabulary lists at the end of each story. Here are two in particular we'll focus on:
 - **languid** — feeble
 - **amply** — fully

Day 176

1. From your Short Stories Collection Part 2, read *The Miller of the Dee*, *A Boy on the Farm* and *Meddlesome Mattie*.
2. Read the definition sections as you come to them.

Vocabulary

1. Here are a few words we will add to our vocabulary list.
 - **indispensable** — absolutely necessary
 - **perpetually** — continuously
 - **economize** — save money by doing things in a way that costs less
2. What was the miller wrong about?
3. How much value do chores have according to the author?
4. Tell someone the story of *Meddlesome Mattie*.
5. A **snuffbox** is a box for holding snuff. Snuff is powdered tobacco (what's in cigarettes.)



Day 177

1. From your Short Stories Collection Part 2, read *Harry and His Dog*, *Little Boy Blue*, *If I were a boy*, and *The Tempest*.
2. Do all of the exercises. (If you aren't sure of the first answer, look in the last paragraph.)

Day 178

1. From your Short Stories Collection Part 2, read the first part of *The Sounding Of The Call*.

Day 179

1. From your Short Stories Collection Part 2, continue reading *The Sounding Of The Call* (Part 2).

Day 180

1. Finish reading The Sounding Of The Call (Part 3).

[You Did It](#), Congratulations!